



# BRANDEIS UNIVERSITY BULLETIN 66/67

The Florence Heller  
Graduate School for  
Advanced Studies  
in Social Welfare

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OCTOBER 19, 1966

COVER: *The statue of Louis Dembitz Brandeis on the Brandeis University campus executed by Robert Berks under a commission from Lawrence A. Wien of New York. Dedicated by Chief Justice Earl Warren on the 100th anniversary of the birth of Brandeis, November 1956.*

*This publication is correct as of August 1, 1966.*

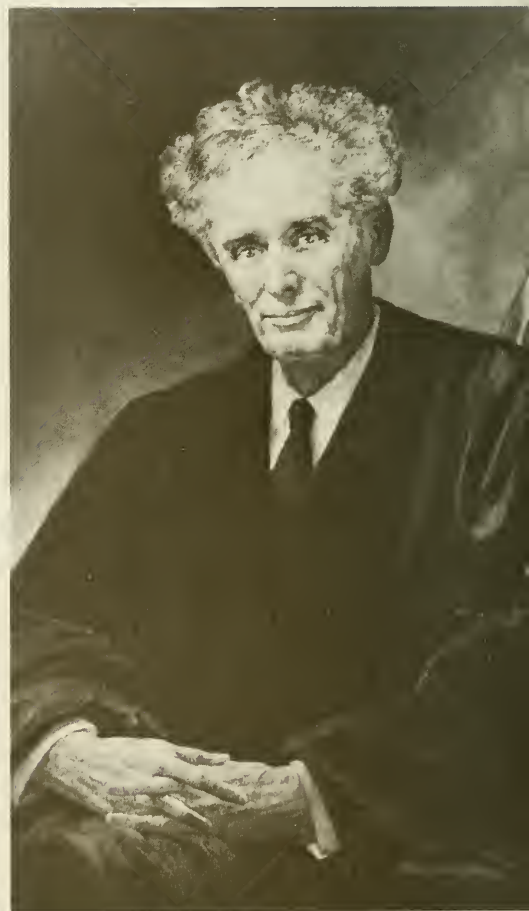
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# Brandeis University

The  
Florence Heller  
Graduate School  
for  
Advanced Studies in  
Social Welfare  
1966/1967

W A L T H A M , M A S S A C H U S E T T S



*“It must always be rich in goals and ideals, seemingly attainable but beyond immediate reach. . . .*

*“It must become truly a seat of learning where research is pursued, books written, and the creative instinct is aroused, encouraged, and developed in its faculty and students.*

*“It must ever be mindful that education is a precious treasure transmitted—a sacred trust to be held, used, and enjoyed, and if possible strengthened, then passed on to others upon the same trust.”*

—from the writings of  
LOUIS DEMBITZ BRANDEIS (1856-1941)  
on the goals of a university.



*“Brandeis will be an institution of quality, where the integrity of learning, of research, of writing, of teaching, will not be compromised. An institution bearing the name of Justice Brandeis must be dedicated to conscientiousness in research and to honesty in the exploration of truth to its innermost parts.*

*“Brandeis University will be a school of the spirit—a school in which the temper and climate of the mind will take precedence over the acquisition of skills, and the development of techniques.*

*“Brandeis will be a dwelling place of permanent values—those few unchanging values of beauty, of righteousness, of freedom, which man has ever sought to attain.*

*“Brandeis will offer its opportunities of learning to all. Neither student body nor faculty will ever be chosen on the basis of population proportions, whether ethnic or religious or economic.”*

—PRESIDENT ABRAM L. SACHAR, at the ceremonies inaugurating  
Brandeis University, October 8, 1948





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## Academic Calendar 1966-1967

**Fall Term:** Monday, September 19, 1966 through Thursday, January 19, 1967

Monday	September 19	New Students Arrive for Orientation Week
Thursday	September 22	New Students Register
Friday	September 23	Second-Year Students Register
Monday	September 26	Classes Begin
Thursday	September 29	No University Exercises
Thursday	October 6	No University Exercises
Friday	November 11	No University Exercises
Thursday	November 24	No University Exercises
Friday	November 25	No University Exercises
Thursday	December 22	Winter Recess begins after last class
Monday	January 2	Classes Resume
Monday	January 16	No University Exercises
Thursday	January 19	Last day of classes, Fall Term 1966-1967

**Spring Term:** Monday, January 30, 1967 through Thursday, May 18, 1967

Monday	January 30	Classes Begin
Wednesday	February 22	No University Exercises
Thursday	March 30	Spring Recess begins after last class
Monday	April 10	Classes Resume
Thursday	May 18	Last day of classes, Spring Term 1966-1967
Saturday	June 10	Baccalaureate
Sunday	June 11	Commencement



FLORENCE HELLER  
GRADUATE SCHOOL  
FOR ADVANCED STUDIES IN  
Social Welfare

# The Florence Heller Graduate School for Advanced Studies in Social Welfare



The Florence Heller Graduate School for Advanced Studies in Social Welfare is a professional school established by Brandeis University to help meet the need for education directed toward leadership responsibilities in social welfare. The school was made possible by an initial endowment from the late Mrs. Florence G. Heller of Chicago. It was organized in 1959 following careful study by the President, the Administration and the Board of Trustees of Brandeis University after consultation with social welfare authorities.

## Program

The aim of the School is threefold:

1. To train a carefully selected group of professional social workers for policy, planning, administrative, teaching, and research positions in the social welfare field.
2. To develop research opportunities where social welfare scholars may follow intensive study in areas which hold promise of making a significant contribution to social welfare theory and practice.
3. To conduct a variety of community service activities including seminars, institutes, community and social agency consultation, and related programs and activities.



## Focus of the School's Program

The special focus of the doctoral program is on Social Policy, Social Planning, Social Administration and Social Research. This focus was selected after careful review of higher education in the social welfare field. This review highlighted the fact that the resources available for educating persons for practitioner roles were far more developed than the resources available for educating persons for policy, planning, administrative, research and teaching positions in social welfare.

## The Research Center

The Research Center of The Florence Heller Graduate School for Advanced Studies in Social Welfare, which is currently engaged in eighteen research projects, is an essential facility in realizing the objectives of the School both in research training and in the production of needed knowledge related to social welfare problems.

The Research Center is a resource for faculty members through which they may channel their individual research, and provides an opportunity for students to learn to conduct research through participation in on-going research projects. The projects include grants from the Federal government, private and public foundations and agencies. All of the faculty are engaged in one or more projects and the staff includes full and part-time project directors with training in social welfare, social science and medicine.

## Educational Objectives

Students are expected to bring to their doctoral study the background and understanding which come from professional training and from practice in social welfare programs. The task of the doctoral program is two-fold: to help the student refine and deepen his understanding of his particular field of practice and to acquire the research skills through which he can contribute to the body of knowledge in his field; and to help the student attain a broad perspective on social welfare services in modern society and on the major policy issues confronting social welfare programs.

The doctoral program involves considerable variation among students in their career goals, ranging from scholarly careers to administrative careers in social welfare organizations. For this reason, two degrees are offered, and substantial opportunity is provided, within each degree, for selection of areas of concentration. The program is designed to permit a great deal of flexibility and individualization of each student's training, in consonance with his background, interests and future goals.

## Degrees Offered

Two degrees are offered by the School. The degree of Doctor of Philosophy is conferred on those students who prepare primarily for research or teaching responsibilities. The degree of Doctor of Social Welfare is conferred on students who are mainly concerned with administrative, planning, and consultative roles in the social welfare field.

There is no difference in the amount or quality of work required for the two degrees. The primary difference centers around the comparative emphasis given social science theory and research skills on the one hand, and administrative and planning theory and research skills on the other. The dissertation research of the Ph.D. candidate, typically, is concerned with testing or adding to some aspect of the body of general knowledge underlying social welfare practice. The dissertation research of the D.S.W. candidate, on the other hand, will be concerned with a specific policy or administrative question of the kind being dealt with regularly in operating social welfare programs.

Students who successfully complete a full year's work in residence (at least 20 credits) may apply for an Advanced Certificate in Social Welfare which will constitute recognition of one year's work beyond the Master's degree.

## Admissions

Individuals wishing to be considered for admission to the School should obtain formal application blanks from the Dean of The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham, Massachusetts 02154. The Application for Admission should be completed and returned as far in advance as possible of the date sought for admission. A minimum of 60 days should be allowed for consideration of the application.

The applicant is required to arrange for forwarding official transcripts of all undergraduate work and graduate work. Arrangements will be made for personal interviews between the applicant and a representative of the School.

## Admission Procedure

All applications are considered on a competitive basis. The number of students who can be admitted each year is limited so that the School may operate effectively under its distinctive principles of individualized study and apprenticeship. Consequently, admission may sometimes be denied to qualified persons. The minimum standards of admission merely determine

whether the applicant will qualify for a place in the group from which final selections will be made. In addition, relevant practical experience in the field, samples of work, and personal qualities are considered. Each applicant is informed of the decision taken on his application. Applicants for admission will be notified by April 1.

## General Requirements for Admission

Admission to the School is based upon the following requirements:

1. A Master's degree, either Master of Arts or Master of Social Work from a recognized school of social work, or its equivalent, and evidence of capacity for advanced academic work.
2. Personal qualifications including satisfactory and successful professional experience in the field of social work which will demonstrate the applicant's capacity to hold successfully a position of social welfare leadership as an administrator, consultant to an administrator, social planner, social researcher, teacher, or in some other high level or executive capacity in the social welfare field.
3. Specific interest in pursuing a career in social welfare in the areas of concentration of the School.

## Degree Requirements

All candidates for the degree of Doctor of Philosophy or Doctor of Social Welfare are required to complete the following:

1. Sixteen hours of classroom work in the core curriculum required of all students. These include credits in social science, social policy, research methods, statistics, and planning.
2. A minimum of fourteen additional hours of classroom work, for a total of thirty semester credits. These additional courses differ for candidates for the Doctor of Philosophy degree and the Doctor of Social Welfare degree as set forth below.
3. A reading knowledge of one foreign language. The language chosen must be approved by the student's faculty advisor. Preferably, the language chosen shall be the language of the country in which the student has specialized as set forth below.
4. Knowledge of a foreign country, e.g., a student specializing in social security would be expected to know the social security program not only of the United States, but of one foreign country.
5. Qualifying written examinations, given at the end of the first year. Satisfactory performance on these examinations constitutes the primary basis for a student's admission to candidacy for the degree. These examinations are focused on:



- a. Social policy in the social welfare field.
- b. Concepts of social and behavioral sciences relevant to social welfare.
- c. Research methods in the field of social welfare including statistical concepts.
- d. Concepts, structures, and processes of community planning for social welfare.
- e. Examination in the field of social work as currently practiced in the United States, including knowledge of the most recent literature.
6. Oral examinations during the second year demonstrating successful integration of all aspects of the training program as well as knowledge in depth in the areas of concentration.
7. Completion of a dissertation.

*Specific Requirements for Doctor of Philosophy Degree:*

The Doctor of Philosophy degree is awarded in recognition of completion of a program of study intended to prepare the student to make scholarly contributions to the general body of theory and research in his area of specialization.

a. In addition to the general requirements listed above, the candidate for the Ph.D. degree is expected to meet the following course requirements: two additional courses in social research methods and two courses in social science theory beyond those required for all students.

b. The dissertation to be undertaken as one of the requirements within the Ph.D. program is intended to provide the student with an opportunity to carry out, under faculty guidance, an original piece of research which will constitute a contribution to the body of knowledge relevant to social work practice or the field of social welfare. The distinguishing characteristics of such dissertations should be the use of theory and research methods from social work or from the social science disciplines or a contribution to the body of knowledge underlying policy, practice and theory in one sector of the social welfare field.

*Specific Requirements for the Doctor of Social Welfare Degree:*

The Doctor of Social Welfare Degree is awarded in recognition of satisfactory completion of a program of study intended to prepare the student for practice or teaching responsibility in the areas of planning, administration, or administrative and operations research.

a. In addition to the general requirements listed above, the candidate for the D.S.W. degree is expected to complete the following courses: Advanced Administration, Planning under Governmental Auspices or Urban Planning, Social Policy, Administrative and Operations Research.

b. The dissertation to be undertaken as one of the requirements within

the D.S.W. degree program is intended to provide the student with an opportunity to carry out, under faculty guidance, a task of the same order he may face in an administrative, planning or administrative and operations research position in the social welfare field. Among such tasks are: designing and providing evidence in support of a plan for a new service or group of services to meet a social welfare need in a particular community or governmental jurisdiction; designing and providing evidence in support of an administrative reorganization of a social welfare agency, or preparing a service accounting and analysis system for a social welfare agency, including a plan for its installation and administration. The distinguishing characteristic of such dissertations should be the innovative application of relevant theories and methods to a particular practical problem in the social welfare field.

## Joint Program with Lown Center for Contemporary Jewish Studies

The Florence Heller Graduate School for Advanced Studies in Social Welfare offers a special doctoral program in cooperation with the Lown Center for Contemporary Jewish Studies. This program is designed for persons interested in careers at the executive level in areas of Jewish communal service such as family and children's service, aged programs, medical care, vocational service, Jewish education, community relations, Jewish Center work, or Jewish community organization.

Candidates must have obtained a Master's degree in either social work, education, or a relevant academic discipline.

The joint program of The Florence Heller Graduate School and The Lown Center for Contemporary Jewish Studies calls for two years of residence, completion of qualifying examinations and language requirements, and a dissertation on a subject relevant to Jewish communal service. It will eventuate in a Doctor of Philosophy or Doctor of Social Welfare degree, depending on the student's field of concentration. Courses will cover Jewish history and institutions, the sociology of American Jews and Jewish community organization, as well as the standard requirements of The Florence Heller Graduate School in social policy, social theory, social research, community planning and administration.

## Tuition and Fees

### Tuition

All full-time students will pay the regular tuition fee of \$1,900 per year, the same tuition fee required of all graduate students at Brandeis University. No refund of the tuition fee will be made because of absence, illness or

dismissal during the academic year. If a student withdraws from the University within 30 days before the beginning of classes, he may petition the Dean of University Finance for partial refund of tuition. A refund may be denied without any reason for such denial being stated.

## Diploma Fee

All candidates for degrees are charged a \$250 Graduation and Diploma fee, payable prior to June 1 in the year in which the diploma is granted. This fee covers the cost of publication of the dissertation through University Microfilms, Inc., and rental of the cap and gown for graduation.

## The University Health Program

The Medical Director and his staff are responsible for supervision of the physical welfare of students, including the establishment and enforcement of infirmary regulations.

Students are responsible for meeting all requirements of the Health Office and for submission of a health examination report which is mailed to the student at the time he is accepted for admission to the School. The health examination report includes a certificate of inoculation against smallpox, evidence of tetanus immunization, and, if possible, complete immunization against poliomyelitis. Since students are not permitted to register until these requirements have been satisfied, it is strongly recommended that the health examination report be submitted at least two months before registration. In addition, all students must report for a physical examination at the beginning of the academic year.

## Insurance Coverage

University Student Health Plan: Payment of the mandatory University Student Health Plan fee of \$55.00 entitles the student to utilize the facilities of the Health Office during the academic year and to participate in the benefits of the Health Insurance Program.

The Health Insurance Program helps to defray expenses for treatment beyond the scope of the Health Office. A brochure outlining the details of this program is distributed to each student at registration. Students are urgently requested to read this brochure. It should be noted here, however, that coverage is not provided for pre-existing conditions, extraordinary cases, psychiatric treatment, optical and dental services or special materials.

Within the limitations of the Health Insurance Program, fees of outside doctors and hospitals will be processed for payment only when consultations or hospitalization have been authorized by the University Health

Office in advance on a form provided for this purpose. The University is not responsible for off-campus medical and hospital care sought by students or their parents on their own initiative, or for outside care or consultation which has been recommended but not authorized by the Health Office.

A waiver of the Health Insurance Program coverage only and a rebate of \$25.00 may be granted upon presentation by the student of a statement from his insurance company which certifies that similar coverage is in effect. This statement must be presented at the time of registration or the student will be included automatically under the University Student Health Plan and will be billed \$55.00.

Although the health services offered at Stoneman Infirmary are not extended to dependents of students, insurance coverage is available for the following additional fees:

Dependent spouse of insured student: \$52.00

Dependent spouse and children of insured student: \$67.00

## Chairs

*Maurice B. Hexter Chair in American Philanthropy* (1961) Established by the friends and associates of Dr. Maurice B. Hexter of New York City in tribute to his long career of public service and Jewish communal leadership. The current incumbent of the Chair is Charles I. Schottland.

*Milton Kahn Chair in Community Organization* (1959) Established through contributions by hundreds of friends and admirers of a distinguished Brandeis community leader, and an emeritus member of Brandeis' Board of Trustees, in tribute to a lifetime of leadership. The Chair is occupied annually by a distinguished visiting lecturer.

*The Henry Kaufmann Fellowship in Group and Community Development* (1964) A senior fellowship to underwrite a faculty member teaching group and community development at the Florence Heller Graduate School has been established by the Henry Kaufmann Foundation, Judge Joseph M. Proskauer, Norman S. Goetz and Samuel Lemberg of New York. The incumbent of the Chair is Arnold Gurin.

*Nathan Manilow Chair in Community Planning* (1956) A grant of \$100,000 for the study of community and regional planning. Established in honor of Mr. Nathan Manilow of Park Forest, Illinois, by his associates, American Community Builders, Inc. Incumbent is Herbert H. Aptekar.

*John Stein Chair in Human Rehabilitation* (1961) Established by Misses Kate, Laura and Harriet Stein of Fort Worth, Texas, and New York City in loving memory of their brother, John, to support teaching and re-



search programs in Human Rehabilitation. The current incumbent of the Chair is Violet M. Sieder.

*Young Men's Philanthropic League Chair in Gerontology* (1960) Established by the Young Men's Philanthropic League of New York City, through annual allocations to support the teaching and research programs in gerontology. The current incumbent of the Chair is Robert Morris.

## Endowments, Fellowships and Loan Funds

The University has loan funds, and information can be obtained concerning them upon inquiry. Tuition fellowships and graduate fellowships are available. Information may be secured from the Dean of the Heller Graduate School.

Traineeships provided by the National Institute of Mental Health and the Division of Chronic Diseases of the U.S. Public Health Service, the U.S. Children's Bureau and the Vocational Rehabilitation Administration are awarded to qualified students by the School. In addition to these traineeships and such fellowships as may be available through governmental and private sources, the special stipends listed below are awarded by the School.

Holders of fellowships are expected to devote full time to their academic work. Under special circumstances, fellowship holders may accept employment during the first year of not more than one day a week on activities related to the student's academic program. During the second year, fellowship holders may work up to three days a week, providing their employment is related to their dissertation research.

*Committee of the Permanent Charity Fund, Incorporated* (1962) An \$8,000 grant for fellowships to be awarded to students pursuing graduate work in social welfare.

*Benjamin and Bertha Daitzman Loan Fund* (1959) Established by family and friends of Mr. and Mrs. Benjamin Daitzman of Union City, New Jersey, in honor of their golden wedding anniversary, and in recognition of their devoted and continuing services to refugees and all others needing a "friend," available to graduate students in social welfare.

*Mollie Goldberg Memorial Fellowship Endowment* (1963). Established as a memorial tribute by Isadore J. Goldberg of Chicago and Milton D. Goldberg of Glencoe, Illinois. The income will be used to provide an annual fellowship for a deserving student in The Florence Heller Graduate School for Advanced Studies in Social Welfare.

*Edward Hano Fellowship* (1958) Established by his wife and members of the family as a tribute to the late Edward Hano of Granby, Massachusetts; income to provide supplementary fellowship assistance to gifted students pursuing graduate work in social welfare.

*The Herman Muehlstein Foundation Fellowship* (1966) Established by The Herman Muehlstein Foundation, Incorporated, to support a student with administrative experience in the Community Center field for training in Social Administration.

*Rabbi Solomon Scheinfeld Fellowship Endowment* (1959) Established by the Sylvia and Aaron Scheinfeld Foundation of Chicago, Illinois, as a memorial tribute to Mr. Scheinfeld's distinguished father; the income to be used for fellowship assistance to gifted students, preferably from greater Milwaukee or Wisconsin, to pursue graduate study in social welfare.

*Lucy Seclow Service Fund* (1965). Established by Edith Seclow Eger and Richard S. Seclow in memory of Lucy Samuel Seclow, to augment the resources of a graduate student interested in the field of child adoption.

*Joseph F. Stein Foundation Fellowship in Social Welfare* (1959) Established by Mr. Joseph F. Stein of New York City for fellowship study in the field of social welfare.

*Lillian Himoff Tiplitz Service Fund* (1961) An annual contribution, in memory of Lillian Himoff Tiplitz, to augment the resources for assisting graduate students in the field of mental health.

*Leon G. Winkelman Fellowship Endowment Fund* (1959) Established by the Leon G. and Josephine Winkelman Foundation of Detroit, Michigan, as a memorial tribute to Leon G. Winkelman, to subsidize a graduate fellowship in the field of gerontology.

## Housing

Graduate housing is not available on campus. The Housing Office serves as a clearing house for rooms and apartments in Waltham and nearby Greater Boston communities.

## Auditing Courses

The privilege of auditing courses without fee is extended to all students of The Florence Heller Graduate School for Advanced Studies in Social Welfare. The courses may be either at the graduate or undergraduate level. Permission to audit must be obtained from the course instructor and from the Dean of The Florence Heller Graduate School.

## School Facilities

The Florence Heller Graduate School for Advanced Studies in Social Welfare is housed in newly-completed facilities composed of two buildings—the



Benjamin Brown Research Building and the Florence Heller Building. These buildings contain classrooms, faculty offices, student offices and research facilities. The buildings are devoted entirely to the activities of the School and its Research Center. It is located next to the Goldfarb Library and ideally situated with reference to the various other resources of the University.

## Dismissal from the University

The University reserves the right to dismiss or exclude at any time students whose conduct or academic standing it regards as undesirable, and without assigning any further reason therefor; neither the University nor any of its trustees or officers shall be under any liability whatsoever for its exclusion.

## Curriculum

The curriculum of the School is designed to provide doctoral candidates with a broad background in social policy and social research as well as to lay a foundation for the student's intensive study of his particular field of interest. All courses (except tutorial) will be of the seminar type.

The academic year is divided into two semesters. The dates for these semesters will be as follows:

Fall Semester: September 19, 1966, through January 19, 1967.

Spring Semester: January 30, 1967, through May 18, 1967.

The number of credits for each course appears in parentheses immediately after the course title; the semester in which a course will be given appears in Roman numerals immediately after the credit designation. All courses in the 200 series are first-year courses; all courses in the 300 series are second-year courses, some of which are open to first-year students with special permission of the instructor.

Courses not scheduled for a particular term will be available on a tutorial basis or may be offered as a specially scheduled seminar if there are sufficient students.

A minimum of thirty hours in residence is required for graduation. A plan of study is developed for each student which is based upon his previous training and experience and his choice of a major area for concentration. A list of courses recommended for all students and for each major area of study is available upon request from the Dean.

### SOCIAL WELFARE 201. Historical and Contemporary Developments in Social Policy. (4) I.

A review and orientation course of the basic social policy problems affecting the field of social work. Background, history, and developments of current social policy issues with particular emphasis on issues in the field of social security, public welfare, mental health, medical care, vocational rehabilitation, and international social work. A review of recent economic, social, and demographic trends as they affect social policy questions and solutions. Recent changes and long-term trends in the organization of social services. The important questions in the political arena affecting social insurance and public welfare programs. Public-voluntary agency roles and relationships. Basic issues and problems around the status of social work as a profession. A forecast of the most important issues likely to arise in the near future affecting social work practice.

*Mr. Schottland*

### SOCIAL WELFARE 210. Introduction to Social Science. (3) I.

A survey of current concepts and theoretical positions in sociology. The course will review the historical development of sociology, the relationship of sociology to the other behavioral sciences, and the relevance of sociological concepts and theories for the field of social welfare.

*Mr. Miller*



**SOCIAL WELFARE 211. Community Analysis. (3) I.**

An analysis of the social organization of the community and the structural variations within it. Particular emphasis will be given to the political, economic, occupational and ethnic characteristics of American urban communities. Special consideration will be given to the health and welfare system of the community.

*Mr. Warren*

**SOCIAL WELFARE 212. Theory and Research in Formal Organizations. (3) I.**

An analysis of selected theories of organizational behavior with reference to social welfare institutions. Special attention will be given to problems in applying general organizational theory to current principles of planning, organizing and administering social welfare agencies.

*Mr. French*

**SOCIAL WELFARE 213. Social Psychology. (3) I.**

A presentation of concepts and problems of social psychology focusing initially on the individual and subsequently on the group as the unit of analysis.

*Mr. Hink*

**SOCIAL WELFARE 215. Urban Politics in the United States. (3) II.**

An examination and analysis of government, politics and policy development in urban America; the position of the city in the Federal system; municipal finance and the classic service functions of local government; the era of "bosses", "machines", and Progressive reform; modern forms of city government; the contemporary nature of city politics; the patterns through which community issues are resolved; and, the problems of metropolitan areas and the various methods being used in an attempt to cope with them. Throughout the latter half of the course, special attention will be given to questions concerning the development and execution of public policy for urban areas and the functions of professional planning in a pluralistic political system.

*Mr. Binstock*

**SOCIAL WELFARE 216. International Social Welfare and Community Development. (2) II.**

A course of five lectures by experts in the international welfare field who will discuss the goals, programs and policy issues of the major international organizations. Special attention will be given to community development and planning activities. The United Nations and its specialized agencies, the international voluntary field and various coordinating and planning mechanisms operating on worldwide or regional levels will be studied.

*Mr. Aptekar and Guest Lecturers*

**SOCIAL WELFARE 230. Research Methods. (3) II.**

A survey of methods applicable to research in the field of social welfare. The course includes a consideration of the assumptions underlying social research methods and the development, implementation and execution of research designs. Various research approaches will be examined and technical procedures described, including questionnaire construction, interviewing, content analysis, scaling, participant observation, small group analysis and the use of punch-card equipment. Administrative policies, personnel arrangements, estimation of costs, and the reporting of research will be discussed, as well as some of the special problems of applied and action research.

*Mr. Schooler*

**SOCIAL WELFARE 231. Statistical Ideas in Research. (3) I.**

An analysis of the uses of statistics in social research and the assumptions underlying statistical procedures. The first part of the course covers descriptive

statistics, and the second examines the use of statistics in drawing inferences. Although the course is directed primarily at providing an understanding of the logical basis of statistical analysis and the potentialities and limitations of statistical methods, students will become familiar also with the technical procedures involved in calculating measures.

*Mr. Kurtz*

**SOCIAL WELFARE 240. Theories, Processes, and Structures of Social Welfare Planning. (3) II.**

This course is designed to give students an understanding of trends and current issues in the field of planning for social welfare. As the basis for understanding present-day practice problems it will trace evolving concepts of practice theory, as these are reflected in various types of structures at different periods of history, in terms of their goals, functions, processes, strategies, methods, and roles of the planning practitioner. An introduction to contemporary planning theory will consider newer concepts and methods and their use in professional intervention to influence or inhibit change. Application of theory will be made to some typical community planning problems.

So as to facilitate seminar discussion, the first year class is divided into two groups whose members are selected on the basis of the level of the student's prior community organization training and experience.

Section A. For students whose prior training and experience did not provide specialized knowledge of community organization theory and practice.

*Mr. Perlman*

Section B. For students with prior training and practice experience in community organization.

*Miss Sieder*

**SOCIAL WELFARE 260. Administration. (3) I.**

Required of D.S.W. candidates.

Theories of organization and bureaucracy and their practical implications. Analysis of administration as a process in social work. Role of the social work executive as leader, planner and formulator of policy. Decision-making, planning, organizing, and operating social agencies.

*Miss Sieder*

**SOCIAL WELFARE 270-271. Dean's Seminar. (0, 0) I, II.**

All students will be expected to attend a non-credit seminar for first-year candidates. The seminar will be held semi-monthly with the participation of faculty. The seminar will explore in depth some of the practice problems related to or growing out of course work and the general educational program of the School.

**SOCIAL WELFARE 301. Social Security. (3)\***

*Mr. Schottland and Faculty*

The present status of social insurance programs in the United States. Analysis of status, adequacy, and trends in workmen's compensation, unemployment insurance, old age, survivors, and disability insurance; relationships of industrial pension plans and voluntary insurance to social security; social insurance programs throughout the world; financing of social security; basic issues and trends.

**SOCIAL WELFARE 331. Administrative and Operational Research. (3) II.**

*Mr. Schottland*

Required of D.S.W. candidates.

This seminar will examine selected issues in administrative and operational research, a research activity which aims to facilitate problem solving, decision

\*Not to be given in 1966-67.

making, and policy formulation in the planning and administration of social welfare services. The seminar is planned for students preparing for careers as researchers, administrators and planners in social welfare settings, and as teachers in schools of social welfare.

The seminar will explore the objectives, the scope and limits, and the philosophy and values of administrative and operational research. It will examine the constellation of forces and interests which affect this type of research. It will deal with technical issues of administrative and operational research such as recording systems, service accounting systems, cost analysis and performance budgeting, staffing patterns, characteristics of client population and general population including the use of U.S. census data, studies of specified social problems, studies of prevalence, of specified need situations, priority rating schemes, evaluative studies, etc. Special emphasis will be given to the role of the researcher in social welfare settings, his relationship to other professionals in these settings, his value orientations and professional identifications, his qualifications and the education required for them, the organizational structures and conditions conducive to research in social welfare settings, the administration and financing of research in social welfare, the reporting of research activities and findings to different constituencies, and the relationship of research in social welfare to research in the social and behavioral sciences.

*Mr. Gil*

#### **SOCIAL WELFARE 332-333. Research Internship. (2, 2) I, II.**

A guided research experience in which the student participates in the steps involved in formulating a problem for research, developing a research design, gathering and analyzing data, and developing a research report. Internships are under the guidance of faculty members and of research associates in the Social Welfare Research Center and are organized around research that is underway in the School.

*Faculty and Research Associates*

#### **SOCIAL WELFARE 335. Quantitative Analysis. (3) I.**

An examination of the design and conduct of survey research. Various quantitative approaches will be examined and their application discussed. Technical procedures in survey research and the analysis of secondary data will be considered. Part of the course will be conducted as a laboratory, and students will undertake such operations as schedule construction, coding, machine tabulation, and report writing.

*Mr. Axelrod*

#### **SOCIAL WELFARE 336. Qualitative Analysis. (3) I.**

This course will examine methods appropriate to research in which the data do not lend themselves to quantitative treatment. Among the methods to be reviewed will be: unstructured observation, the development and use of typologies, the analysis of personal documents and case analysis.

*Mr. Vidich*

#### **SOCIAL WELFARE 337. Selected Topics in Research Methods. (3) II.**

A seminar which will focus sharply on policy and methodological issues in the selection and administration of social research projects. Topics included are experimental design, evaluation studies, analysis of secondary data, and problems of measurement.

*Mr. Jones*



**SOCIAL WELFARE 338. Population and Human Ecology. (3) I.**

An exploration of the theoretical bases involved in the demographic transition from pre-modern to modern conditions of fertility, mortality, and rate of population growth. Emphasis will be given to the actual demographic history of the component parts of the Western World and Japan, together with coverage of the population control programs in underdeveloped nations. In addition, the work and research of leading human ecologists, such as Amos Hawley, will be studied and integrated with demographic thinking. The course will also provide an introduction into various techniques of demographic analysis, such as life tables, standardization systems, crude and age-specific rates, cohort fertility, and censuses.

*Mr. Lazerwitz*

**SOCIAL WELFARE 340. Governmental Social Welfare Programs. (2)\***

Basic issues and policy problems in public assistance, public child welfare and Federal, state and local organizations and relationships. The financing of public welfare; relationship among various public welfare programs; social insurance versus public assistance; specialized public welfare services versus generalized services; roles of public versus voluntary agencies.

*Mr. Schottland*

**SOCIAL WELFARE 341. Tools of Social Welfare Planning. (3) I.**

Analysis and practice in use of techniques used in social and community planning. These include methods of collecting relevant data, steps in the design of plans, criteria for determining appropriate planning structures, methods of revising plans and processes of implementation.

*Mr. Morris*

**SOCIAL WELFARE 342. Planning Mental Health Programs. (2) II.**

Planning on local, state and national levels. Public responsibilities and the role of voluntary agencies. Problems encountered in planning. Collaboration of the professions. Mental health programs of schools, colleges and other institutions. The use of research materials.

*Mr. Aptekar*

**SOCIAL WELFARE 343. Planning for Health, Medical Care and Rehabilitation. (3)\***

This seminar will meet every other week. During the first semester a panel of speakers will review current trends and basic issues in the organization of resources to improve the nation's health, to provide medical care and to rehabilitate the sick and disabled. Alternative approaches will be considered for dealing with such current issues as the organization of health resources, the changing functions of health departments, alternative forms of group practice, the development of ambulatory and outpatient services, the consequences of the changing character of health needs such as chronic illness and long-term care and the financing of health care through individual purchase, insurance, and third party payments. During the second semester significant research on special problems will be reported by the faculty and invited lecturers, and action taken to implement research findings will be reviewed.

*Mr. Morris*

**SOCIAL WELFARE 344. The Aging in Modern Society. (2)\***

A review of the newly created issues confronting society as a result of the rapid growth in the aged population, economic provision for widespread retirement and the extension of retirement life expectancies. The impact of an aging population upon social organization of health and welfare services will be reviewed with emphasis given to selected policy issues; patterns of organization in

\*Not to be given in 1966-67.

the United States and in Western Europe, with stress upon policies for dealing with the conflict of specialized versus generalized services. Development of institutional versus non-institutional methods of care. Basic policy issues in services for the aging.

*Mr. Morris*

**SOCIAL WELFARE 345. Seminar in American Philanthropy. (2)\***

The role of voluntary giving in the United States. Status and trends affecting voluntary health and welfare programs.

*Mr. French*

**SOCIAL WELFARE 346. Planning Under Governmental Auspices. (2)\***

Trends and developments in planning under governmental auspices will be reviewed and evaluated in light of their impact on the organization of social welfare services. Distinctive characteristics of planning by government will be considered in the light of alternative approaches traditionally available through voluntary systems, examining the impact made by legislative and executive department procedures. Illustrations will be drawn from governmental activity at the Federal level (aging, public health, juvenile delinquency, mental health and child welfare services), state government, and local communities (urban renewal, juvenile delinquency and housing). Experience with cooperative planning between governmental and voluntary agencies will be contrasted with planning in which the balance of responsibility and authority is predominantly concentrated in official instruments of government.

*Mr. Morris*

**SOCIAL WELFARE 347. Advanced Seminar in Community Organization and Social Planning. (2) II.**

A seminar designed particularly for students concentrating in planning. Review of theoretical perspectives on planned change derived from various fields of social science. Application of theories to the problems and processes of planned change in specific areas of social welfare.

*Mr. Gurin*

**SOCIAL WELFARE 348. Social Welfare and Social Structures. (3) II.**

Case studies in depth of the development and current status of the welfare structures, services and planning procedures in particular societies. An examination of historical and traditional attitudes toward the role of the individual, the state and other collectivities in assuming responsibility for individual and collective welfare. The effects of material conditions and political ideologies on the fate of welfare structures and procedures. The consequences of the existing system for the material conditions of the population, the status of the family and of the labor force, and the nature of political loyalties. The place of welfare services in processes of planned social change. Several societies will be selected for special analysis each year; in 1965-66 the societies examined will be The Soviet Union and Great Britain. First-year students may be admitted with permission of the instructor.

*To be announced*

**SOCIAL WELFARE 349. Urban Planning and Social Policy. (3) I, II.**

Interdisciplinary approaches to policy determination and planning for urban problems, drawing on methods of: (a) city and regional planning; and (b) social welfare planning. Definition of urban problems as seen in the framework of each discipline, and identification of promising areas for collaborative planning. The term's work will focus on developing and evaluating techniques for dealing with selected problems in relocation planning, manpower training and urban renewal.

\*Not to be given in 1966-67.

Other problems to be considered for selection and treatment are the differential functions of metropolitan neighborhoods, economic, social and ethnic differentials in population requirements, the improvement of the urban environment and planning for a mobile urban population. (Offered jointly with the Department of City and Regional Planning, Massachusetts Institute of Technology.) *Mr. Morris*

**SOCIAL WELFARE 350. Child Welfare. (3) I.**

Historical and current developments in child welfare programs; analysis of major studies in the field of child welfare with particular reference to their implications for child welfare practice, for the organization and administration of child welfare services, and for research methods and social science theory as applied to child welfare. *Mr. Gil*

**SOCIAL WELFARE 360. Advanced Administration. (3) II.**

A seminar devoted to development of principles and theory of administration with specific reference to social welfare organization. Consideration of theories of organizational behavior and of administrative process will be undertaken as a backdrop for the analysis of administration in social welfare. The special conditions imposed by the type of service administered, governmental or voluntary sponsorship, the locus of the service in an independent or a host agency, and the degree of professionalization of the personnel providing the service will be identified. The prospects for administration as a major area of practice in social work will be discussed. *Mr. Kuitz*

**SOCIAL WELFARE 370-371-372. Tutorial Courses. (Credit assigned by Instructor)**

By special arrangement, courses may be taken by individual students, under the supervision of a member of the faculty in special areas.

**SOCIAL WELFARE 374. Social Work and the Law. (3)\***

Legal foundations for social welfare programs. Law as an expression of social purpose. Basic policy problems involved in programs of adoption, guardianship, public regulation and licensing of foster homes and institutions, marriage, divorce and separation, child support, special courts, probation and parole. The role of the legislative and judicial organs in establishing basic social policy. *Mr. Schottland*

**SOCIAL WELFARE 375. Theory and Practice in the Field of Mental Health. (2) I, II.**

The application of social theory in the organization of mental health services. Problems and responsibilities of the various cooperating professions in the mental health field. Preventive emphasis. Newer forms of therapeutic care. The role of mental health research. *Mr. Aptekar*

**SOCIAL WELFARE 376. Seminar in Social Work Education. (3) I.**

Content and levels of social work education; specific, philosophical and methodological components; international aspects; current problems and issues. *Mr. Aptekar and Faculty*

**SOCIAL WELFARE 380-381. Dean's Seminar. (0, 0) I, II.**

All students will be expected to attend a non-credit seminar for second-year students. The seminar will be held semi-monthly with the participation of faculty. The seminar will explore in depth some of the practice problems related to or growing out of course work and the general educational program of the School. *Mr. Schottland and Faculty*

\*Not to be given in 1966-67.

**SOCIAL WELFARE 390. Social Organization of Medical Settings. (3) II.\***

This course will provide an analysis of the structural arrangements of medical practice and of medical settings. Problems of communication and role relationships among professionals and between patients and medical personnel will be examined. The impact of structures and role relationships on quality and quantity of medical care and on use of resources will be analyzed. *Mr. Zola and Staff*

**SOCIAL WELFARE 391. Health, Community, and Society. (3) I.\***

An exploration into the interrelationships of the nature of society and societies on the existence and treatment of health and illness. Topics include: conceptions of health and illness, patient careers, treatment institutions and practices, and the place of social science in medicine. *Mr. Zola*

**SOCIAL WELFARE 392. Seminar on Occupations. (3) I.**

Problems in the social organization of various professions and work systems, with special attention to the medical and health professions. The selection, recruitment, and training of these groups will be examined, and the strategic points in their careers will be considered. *Mr. Hughes, Mr. Miller and Staff*

**SOCIAL WELFARE 393. Demographic, Ecological and Economic Factors in Medical Care. (3) II.**

This course will consider the problems of population and demographic changes on health, and the impact of urbanization, and of changes in community life on medical care. Community health programs and the current emphases of public health practice will be described. *Mr. Richardson*

**SOCIAL WELFARE 394. Methods of Social and Economic Research in Medical Care. (3)\***

This course will consider the utility and application of sociological, economic, and epidemiological methods. Problems of measurement, design, and analysis will be examined as well as the practical problems in implementing studies in the field of medical care. *To be announced*

**SOCIAL WELFARE 395. Field Work in Medical Settings. (Credits to be arranged)**

*Messrs. Miller, Zola and Staff*

Courses in other departments of the University are available to students in The Florence Heller Graduate School. In particular, relevant courses are available in the departments of Sociology, Anthropology, Politics and Economics.

If a particular student's program requires specialized work in an area of study which is offered by one of the many universities in the vicinity, arrangements will be made by the student's Faculty Advisor and through the Office of the Dean for such work to be undertaken at a neighboring institution.

\*Not to be given in 1966-67.







# Directories



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The Board of Overseers of The Florence Heller Graduate School for Advanced Studies in Social Welfare is an advisory group of citizens and professional social workers who advise and counsel with the School and University officials on the School's program.

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*New York, New York*

## Instructional and Research Faculty

### Full Time

- Charles I. Schottland, A.B. *Dean and Professor of Social Welfare  
(on the Maurice B. Hexter Chair in American Philanthropy)*
- Herbert H. Aptekar, M.S.W., D.S.W. *Professor of Social Work Practice  
(on the Nathan Manilow Chair in Community Planning)*
- \*Howard E. Freeman, M.A., Ph.D. *Professor of Social Research and  
Director of the Research Center*
- David G. French, M.Sc., Ph.D. *Professor of Social Work and Social Theory*
- Robert Morris, M.Sc., D.S.W. *Professor of Social Planning  
(on the Young Men's Philanthropic League Chair in Gerontology)*
- John P. Spiegel, B.A., M.D. *Professor of Social Psychiatry*
- Roland L. Warren, B.S., Ph.D. *Professor of Community Theory*
- James F. Cummins, M.S., M.D. *Associate Professor of Medical Care*
- David G. Gil, M.S.W., D.S.W. *Associate Professor of Child Welfare*
- Arnold Gurin, M.S., Ph.D. *Associate Professor of Social Administration*
- Wyatt C. Jones, B.D., A.M., Ph.D. *Associate Professor of Research*
- Bernard Lazerwitz, M.A., Ph.D. *Associate Professor of Research*
- Arthur H. Richardson, M.S., Ph.D. *Associate Professor of Research*
- Kermit K. Schooler, M.A., Ph.D. *Associate Professor of Social Research and  
Acting Director of the Research Center*
- Violet M. Sieder, M.A., Ph.D. *Associate Professor of Community Organization  
(on the John Stein Chair in Human Rehabilitation)*
- Robert H. Binstock, A.B., Ph.D. *Assistant Professor of Research*
- Douglas L. Hink, M.A., Ph.D. *Assistant Professor of Research*
- Norman R. Kurtz, B.D., Ph.D. *Assistant Professor of Research*
- Joan Ann Levin, M.A., Ph.D. *Assistant Professor of Research*
- Stephen J. Miller, B.S., Ph.D. *Assistant Professor of Research*
- John H. Noble, Jr., M.S.W., Ph.D. *Assistant Professor of Research*
- Robert Perlman, M.S.S.A., Ph.D. *Assistant Professor of Research*
- Sanford L. Kravitz, M.S.S.W., Ph.D. *Lecturer in Social Planning*
- Virginia H. Turner, M.S.W., D.S.W. *Lecturer in Child Welfare*

### Part Time

- \*Morris S. Schwartz, M.A., Ph.D. *Mortimer Gryzmish Professor of  
Human Relations*
- Sidney S. Lee, Dr.P.H., M.D. *Lecturer in Medical Care*
- Harry T. Phillips, D.P.H., M.D. *Lecturer in Public Health and Chronic Diseases*
- Leon Sternfeld, M.P.H., M.D. *Lecturer in Public Health and Medical Care*
- Leon J. Taubenhaus, M.P.H., M.D. *Lecturer in Public Health Administration*
- Kenneth J. Jones, S.B., M.A., Ed.D. *Associate Professor of Research*
- John F. Scott, M.S.S.S., Ph.D. *Assistant Professor of Research*
- Everett C. Hughes, A.B., Ph.D. *Professor of Sociology*
- Arthur J. Vidich, M.A., Ph.D. *Adjunct Associate Professor of Sociology*
- Morris Axelrod, B.A., Ph.D. *Senior Faculty Associate in Research*

Keitha H. Anderson  
Deeda Wharton

*Executive Assistant  
Registrar*

\*Sabbatical Leave 1966-67.

Research Center Staff—The Faculty and the following:

Ozzie G. Simmons, M.A., Ph.D.	<i>Senior Faculty Associate in Research</i>
Helen MacGill Hughes, M.A., Ph.D.	<i>Faculty Associate in Research</i>
Elizabeth K. Wickenden, A.B.	<i>Faculty Associate in Research</i>
Leonard M. Bloksberg, M.S.S.S., Ph.D.	<i>Research Associate</i>
Elizabeth K. Caso, B.S., M.Sc.	<i>Research Associate</i>
Mildred Guberman, B.S., M.S.W.	<i>Research Associate</i>
Edward M. Kaitz, B.A., M.B.A.	<i>Research Associate and Lecturer in Administration</i>
<hr/>	
Myrna S. Weiner, B.A.	<i>Administrative Assistant for the Research Center</i>

## Lecturers and Visiting Professors

The following Lecturers and Visiting Professors have participated in the program of the School during the past year:

Harry B. Allen, M.D.	<i>Regional Program Director for Chronic Diseases, Public Health Service, Boston, Massachusetts</i>
Edward C. Banfield, Ph.D.	<i>Professor of Government, Harvard University, Cambridge, Massachusetts</i>
Howard S. Becker, Ph.D.	<i>Professor of Sociology, Northwestern University, Evanston, Illinois</i>
J. F. deJongh, Ph.D.	<i>United Nations Institute for Research on Social Development, Geneva, Switzerland</i>
James R. Dumpson, M.A.	<i>Commissioner of Welfare, Department of Welfare, New York, New York</i>
Blanche Geer, Ph.D.	<i>Associate Professor of Sociology, Syracuse University, Syracuse, New York</i>
Richard Green, M.P.	<i>Project Director, Boston Relocation Authority, Boston, Massachusetts</i>
Demetrius Iatridis, Ph.D.	<i>Vice-President, Athens Center of Ekistics, Athens, Greece</i>
Sidney S. Lee, M.D.	<i>Director, Beth Israel Hospital, Boston, Massachusetts</i>
Sol Levine, Ph.D.	<i>Assistant Professor of Social Psychology, Harvard University School of Public Health, Cambridge, Massachusetts</i>
Leon Lezer, M.D.	<i>Superintendent of Boston City Hospital, Boston, Massachusetts</i>
Norton Long, Ph.D.	<i>Professor of Politics, Brandeis University, Waltham, Massachusetts</i>
Norman V. Lourie, M.A.	<i>Deputy Secretary, Department of Public Welfare, Commonwealth of Pennsylvania, Harrisburg, Pennsylvania</i>
Osler Peterson, M.D.	<i>Visiting Lecturer on Preventive Medicine, Harvard University, Cambridge, Massachusetts</i>
Harry T. Phillips, M.D.	<i>Director, Division of Chronic Disease, Mass. Dept. of Public Health, Boston, Massachusetts</i>
Eugen Pusic, Ph.D.	<i>Professor of Law, and Dean, School of Public Administration, Zagreb University, Zagreb, Yugoslavia</i>
Ollie A. Randall, M.A.	<i>Consultant to Ford Foundation, New York, New York</i>
Alvin L. Schorr, M.S.W.	<i>Acting Chief, Long Range Research, Social Security Administration, Washington, D. C.</i>
Leon Sternfeld, M.D.	<i>Deputy Commissioner of Public Health, Commonwealth of Massachusetts, Boston, Massachusetts</i>
Mary E. Switzer, A.B.	<i>Commissioner, Vocational Rehabilitation Administration, Washington, D.C.</i>
Leon J. Taubenhau, M.D.	<i>Deputy Supt. of Ambulatory Services, Boston City Hospital, Boston, Massachusetts</i>
Sir Geoffrey Vickers	<i>Legal Advisor and Member of British National Coal Board, London, England</i>
Earl Williams, Ph.D.	<i>Manpower Consultant, Office of Economic Opportunity, Washington, D.C.</i>





# Brandeis University



Brandeis University has set itself to develop the whole man, the sensitive, cultured, open-minded citizen who grounds his thinking in facts, who is intellectually and spiritually aware, who believes that life is significant, and who is concerned about society and the role he will play in it.

The University will not give priority to the molding of vocational skills, nor to developing specialized interests at the expense of a solid general background. This does not mean that what is termed practical or useful is to be ignored; Brandeis merely seeks to avoid specialization unrelated to our basic heritage—its humanities, its social sciences, its sciences and its creative arts. For otherwise, fragmentized men, with the compartmentalized point of view that has been the bane of contemporary life, are created.

A realistic educational system must offer adequate opportunity for personal fulfillment. Education at Brandeis encourages this drive for personal fulfillment, but only within the framework of social responsibility. Thus Brandeis seeks to educate men and women who will be practical enough to cope with the problems of a technological civilization, yet mellowed by the values of a long historical heritage; self-sufficient to the point of intellectual independence, yet fully prepared to assume the responsibilities society imposes.

Brandeis University came into being because of the desire of American Jewry to make a corporate contribution to higher education in the tradition of the great American secular universities that have stemmed from denominational generosity. By choosing its faculty on the basis of capacity and creativity, and its students according to the criteria of academic merit and promise, the University hopes to create an environment which may cause the pursuit of learning to issue in wisdom.



*The Famous Three Chapels*

This initial and unwavering commitment to excellence has earned early acceptance for the University within academic circles. Full accreditation came to Brandeis at the earliest possible moment. In 1961, Phi Beta Kappa granted permission for a chapter (Mu of Massachusetts) to be formed on its campus. Most recently the Ford Foundation assessed the record and potential of the University and buttressed their belief in its future with two major challenge grants to Brandeis, an accolade accorded to only five universities in the nation.

## University Organization

Brandeis is one of the few small universities in the United States. The academic programs, described below, are each limited in size to encourage quality and integrity of intellectual achievement. There is constant interaction between college, graduate and professional schools, and institutes. The accomplishments of one set automatic pace for the others, and the interchange benefits all, creating an intellectual environment of decided vitality. Additionally, the organic richness of the extensive research activity fertilizes the undergraduate root of the institution no less than the graduate and professional programs.

### The College of Arts and Sciences

In keeping with its general objectives, Brandeis attaches the greatest of importance to the liberal arts curriculum. It is designed to offer full academic opportunities for those students planning to pursue graduate or professional studies as well as those whose educational objective is the baccalaureate degree.



The College of Arts and Sciences offers instruction in the Schools of Creative Arts, Humanities, Social Science and Science. Regularly matriculated students pursuing courses of instruction under the Faculty of Arts and Sciences may, upon satisfactory completion of the first year, continue as candidates for the Bachelor of Arts degree.

Established in 1948, full accreditation was received by Brandeis' College of Arts and Sciences from the New England Association of Colleges and Secondary Schools in 1953.

(Full information is available in the catalog of the College of Arts and Sciences.)

### The Graduate School of Arts and Sciences

The Graduate School is designed to educate broadly as it trains professionally. It is sensitive to the fact that as specialization increases within society, the traditional boundaries between the Ph.D. and advanced professional degrees are gradually losing their distinctions. It seeks to achieve a spirit of informality, without sacrificing work disciplines.

The Graduate School of Arts and Sciences offers courses of study leading to the master's and doctor's degrees. Graduate areas include Anthropology, Astro-Physics, Biochemistry, Biology, Biophysics, Chemistry, Contemporary Jewish Studies, English and American Literature, History of American Civilization, History of Ideas, Mathematics, Mediterranean Studies, Music, Near Eastern and Judaic Studies, Philosophy, Physics, Politics, Psychology and Sociology.

(Full information is available in the catalog of the Graduate School of Arts and Sciences.)

### The Florence Heller Graduate School for Advanced Studies in Social Welfare

The Florence Heller Graduate School for Advanced Studies in Social Welfare, made possible through the generous grant of the late Mrs. Florence Heller of Chicago, was established at Brandeis University in 1959. Applicants are required to have earned the degree of Master of Social Work at an accredited school and, preferably, to have had experience on a professional level. The program of study leads to the doctorate and is designed to qualify graduates for administrative and consultative roles in established areas of social work, as well as newly emergent areas such as international social work, inter-group organization, labor, industry and government. Emphasis is placed upon community organization, social work administration, and research, making full use of the social sciences.

### The Kutz School of Biology

The Milton and Hattie Kutz School of Biology was made possible through a gift from the estate of the late Hattie Kutz of Wilmington, Del., who, had previously underwritten a major dining hall-lounge at Brandeis. The school encompasses the University's undergraduate and graduate biology departments. The biology curricula present a comprehensive body of courses that advance from fundamental studies to more complex areas with special heed to new discoveries and the results of current experimentation.

Students are offered a well-conceived balance between traditional background in biology and the thorough discussion of new knowledge constantly developing in this discipline. They are also encouraged to engage in original research and independent study. The biology program, directed and taught by first-rank scientists, also provides research and teaching opportunities for a large number of post doctoral fellows.

A sizable portion of the governmental, industrial and private research grants awarded to the University are devoted to varied projects in biology, some concerned with cancer research. Distinguished scientists appear frequently at colloquia and lectures to explain their investigations.

*The Summer Physics Institute in Theoretical Physics*



### Lown School of Near Eastern and Judaic Studies

Created through the generosity of Philip W. Lown of West Newton, Massachusetts, a Trustee of the University, the Lown School of Near Eastern and Judaic Studies encompasses an intensive teaching and research program in ancient and modern Jewish thought, history, culture and issues. The University has assembled an array of distinguished scholars who, on both the undergraduate and graduate level, offer an unusually broad complex of programs designed to prepare them for scholarly careers or for communal service.

The School includes the Center for Contemporary Jewish Studies, organized for the specific purpose of furthering research and seminars dealing with major contemporary issues. An adjunct of the Center, the Institute of East European Jewish Affairs, is a research program studying the lives and destiny of some three million Jews living in East Europe. Another activity of the School is the Institute for Advanced Judaic Studies, which sponsors research, lecture, colloquia and related publications, as well as offering a number of postdoctoral fellowships.

The Lown School of Near Eastern and Judaic Studies cooperates closely with the American Jewish Historical Society, whose headquarters is established on the Brandeis University campus.

### The Poses School of Fine Arts

The Poses School of Fine Arts, established through a gift from Trustee and Mrs. Jack I. Poses of New York City, embodies the broad undergraduate curriculum in the fine arts. It also incorporates the Poses Institute of Fine Arts, which supplements course-work and workshops in painting and sculpture. Plans for launching a graduate program are now under study.

The undergraduate program in fine arts provides a substantial area of studies in the form and meaning of art from the present day to antiquity. The program stresses individual creativity and the varied techniques of the artist.

The Poses Institute of Fine Arts is host to exhibitions of paintings, sculpture, artifacts and other forms of contemporary and traditional art in the University's museum and many gallery halls. It is the focus of the Brandeis art acquisitions program and conducts lecture series and symposia with notable historians, critics and artists. Its annual institutes are concerned with basic issues in the arts and contemporary life. A significant contribution made by the Poses Institute is the award of commissions and grants-in-aid for talented young artists who have completed their formal education and wish to establish themselves as practitioners.

## Related Academic Programs

### *Wien International Scholarship and Fellowship Program*

The Wien International Scholarship Program, created in 1958 by the Lawrence A. and Mae Wien Fund, is designed to further international understanding, to provide foreign students with opportunities for study in the United States, and to enrich the intellectual and cultural life of the Brandeis campus.

The Program permits the University to offer scholarships and fellowships covering tuition, room, board and, in rare instances, travel costs, to students from foreign nations. Awards, made for the academic year, may be renewed for a subsequent year. All applicants must possess a thorough knowledge of the English language.

All Wien Scholars study within the regularly organized curriculum, which is supplemented by special seminars, conferences and field trips, planned to provide a broad understanding of many facets of American society.

The Wien Program endorses the participation of accepted students in accredited summer orientation programs, especially in the Boston Area International Seminar, a cooperative effort by Boston College, Brandeis, Boston University, Harvard University, and Massachusetts Institute of Technology. Wien Scholars are also encouraged to participate in the Homestay Program of the Experiment in International Living and in similar authorized programs designed to make the foreign student at home in his new environment.

In 1963 the Wien Program was expanded to include graduate students. A limited number of Wien Fellowships are available to highly qualified advanced degree candidates. Inquiries should be addressed to the Dean of the Graduate School or to the Director of the Wien Program, stating specifically interest in a particular field of graduate study.

### *Jacob Hiatt Institute in Israel*

The University conducts an annual semester Institute in Israel. Open to college and university juniors and selected seniors who have completed introductory courses in political science, sociology, or social psychology, the Institute offers instruction in modern Jewish and Israel history; Israel political and social institutions and the Hebrew language.

The Institute, which is located in Jerusalem and directed by Brandeis faculty, is unique in that it emphasizes first-hand investigation. Formal classroom work is supplemented by seminars with persons prominent in Israel's political and economic life, and fieldwork is conducted at on-the-spot locations such as factories, seaports, labor councils, agricultural settle-





*A classroom session in the nursery school*

ments, Arab and Christian communities, army training centers and mineralogical exploration points in the Negev Desert.

Enrollment in the Hiatt Institute is also open to a limited number of qualified students from other colleges and universities. Among the colleges and universities, in addition to Brandeis, from which students have come to study at the Jacob Hiatt Institute in Israel are: Antioch, Boston University, Brooklyn College, Bryn Mawr, University of California, City College of New York, Clark, Colby, Cornell, Dickinson, Goucher, Harvard, Hunter, University of Illinois, Jackson College (Tufts University), Oberlin, Ohio State, University of Pennsylvania, Temple, Vanderbilt, University of Vermont, Washington University, Wayne State, Wesleyan and University of Wisconsin.

#### *Center for the Study of Violence*

The Center for the Study of Violence was organized to provide, within a scholarly setting, major research and training in the problems of violence and to establish a forum for a continuous dialogue that will reach out to all segments of the community. The staff of the Center, which is an outgrowth of the University's three national conferences on violence, examines the legal, psychological, psychiatric and sociological aspects of violence and develops techniques for its control. In the summer of 1966, the Center

was fully underwritten through endowed funds, the gift of a close friend of the University.

*The Morse Communication Research Center*

The Communication Research Center of the University is engaged in a program of sponsored research studies, institutes and publications which explore and evaluate many aspects of communications in our society. Essential to these ongoing programs is the simultaneous development of basic resource material. This involves the study of the impact of communications upon many aspects of contemporary life—social structures, political organizations, international relations, education and the formation of individual and group attitudes.

Among the programs undertaken have been annual quantitative studies of the programming content of educational television stations in the United States; a multi-national mass communication study program for representatives of newly emerging nations in cooperation with the United States Department of State; and a national conference on the role and economics of educational television in cooperation with the American Academy of Arts and Sciences, with the support of the United States Department of Health, Education and Welfare.

The Center is primarily underwritten by a major grant from Lester S. and Alfred L. Morse of Boston.

*The Sarah and Gersh Lemberg Nursery School*

The Lemberg Laboratory-Nursery School was established, as a unit of the Psychology department, in the fall of 1961 through the generosity of Samuel and Lucille Lemberg. Both indoor and outdoor facilities and equipment accommodate some 30 youngsters. Brandeis students enrolled in the education sequence, and students from Tufts University and Wheelock College, serve as practice teachers.

*Rosenstiel Biochemistry Program*

The graduate and research program in biochemistry is supported by a grant from the Dorothy H. and Lewis Rosenstiel Foundation made "in support of research in the natural sciences with primary emphasis in biochemistry."

The Rosenstiel Biochemistry Program, established in 1957, includes more than 70 graduate and postgraduate research fellows. Among the agencies co-operating in sponsoring research are the National Science Foundation, National Institutes of Health, Office of Naval Research, American Cancer Society, Atomic Energy Commission, the Eli Lilly Company, Howard Hughes Foundation, Rockefeller Foundation, National Dental Institute, and the Damon Runyon Memorial Fund.

## Professorships and Lectureships

### *Jacob Ziskind Professorships*

To implement its philosophy of education, the University brings to the campus distinguished academic figures from sister universities both in the United States and abroad who serve as Ziskind Visiting Professors. This program, made possible by the Jacob Ziskind Endowment Fund, enables the University to supplement its regular teaching staff with the presence of academicians drawn from other major streams of educational thought. Inclusion of distinguished foreign academicians serves to challenge and stimulate faculty and students with the introduction of new concepts and new educational viewpoints, thus strengthening the entire educational process.

### *Harry B. Helmsley Lecture Series*

Established to reduce barriers that separate different races, creeds and nationalities, this annual public lecture series has, since its inauguration, featured leading philosophers, educators, government officials and religious leaders in discussions and seminars that relate to intergroup understanding.

### *The Martin Weiner Distinguished Lectureships*

The income from this endowment fund permits the designation of several Weiner Distinguished Lecturers each year. Lecturers receiving these appointments are selected not only from the academic world, but also include figures drawn from the fields of religion, government, international affairs, letters, science, and the business world. The Weiner Distinguished Lecturers enrich the University's curriculum by participating in regular academic seminars and symposia and, in addition, University convocations and public events.

### *Stephen S. Wise Memorial Lecture*

This annual lecture was established by the late Nathan Straus to bring to the University each year a distinguished representative of the liberalism that was basic to the outlook of Dr. Wise.

### *Abba Eban Lectureship*

Also through the generosity of Nathan Straus this endowment permits an annual lecture by a statesman or scholar on some phase of Middle Eastern affairs.

### *George and Charlotte Fine Endowment Fund*

Created to supplement chamber music programs given under the auspices and direction of the Department of Music, the Fine Endowment Fund makes possible the engaging of visiting artists to perform with members of the Brandeis faculty.

## Special Academic Programs

### *Rogoff Foundation Trust*

The Rogoff Foundation Trust, a major gift established by the trustees of the Rogoff Foundation Inc., provides support for scholarships, fellowships, study or research in the pre-medical or medical sciences, or related life sciences.

### *Jewish Historical Society*

In the established pattern of learned groups which elect to locate at colleges and universities, the Jewish Historical Society is housed on the campus as a separate and autonomous organization with no legal ties to Brandeis. It provides, however, a focus for scholarly research, symposia, and a common meeting ground for interested undergraduate and graduate students, international figures and for the work carried forth at Greater Boston's many libraries, museums, colleges and universities; thus enriching both Brandeis and the Society. Its site near both the University library and its Judaic center was made available by Brandeis. The building funds were provided by the late Lee M. Friedman, a former president of the Society, attorney and Boston resident.

*"In honoring, we are honored."*





*Lowell Institute Cooperative Broadcasting Council*

Brandeis University is a member of the Lowell Institute Cooperative Broadcasting Council, which sponsors the educational radio station WGBH-FM and Boston's educational TV station WGBH-TV, Channel 2. Brandeis, along with Boston College, the Boston Symphony Orchestra, Boston University, Harvard University, Lowell Institute, MIT, the Museum of Fine Arts, the New England Conservatory of Music, Northeastern University, Museum of Science, Simmons College, Yale University and Tufts University, makes its teaching facilities available for use by WGBH-FM and its television affiliate, WGBH-TV. One of the significant programs of the University's educational broadcasting is "The Prospects of Mankind," organized by the late Mrs. Eleanor Roosevelt, which appeared on both educational and commercial TV stations in the United States and abroad. This program was sponsored by the National Educational Television Center and was produced by WGBH-TV in cooperation with Brandeis University.

*Peace Corps Training Program*

Under contracts with the United States Peace Corps, Brandeis University has served for several years as a training center for Peace Corps volunteers. Training on the Brandeis campus has included preparation for work in areas of public health, community development, university education and secondary schools. In cooperation with Educational Services Inc., and several other curriculum development groups in mathematics and science, the training program has attempted to develop new designs for teacher training and educational development in Columbia.

*Edith Barbara Laurie Theater Arts Trust Fund*

Established by Mr. and Mrs. Irving Laurie in memory of their daughter, the Edith Barbara Laurie Theater Arts Trust Fund aids in the support of the University's respected theater arts program. The funds provided in this gift avail the development and strengthening of the theater arts curriculum and its frequent stage presentations.

*Living Biographies*

The techniques of modern electronics, the documentary and the perceptive historian have been combined in *Living Biographies*, an imaginative approach to recording the memoirs of intellectual and other public personages who influence the thought and events of their times. The program is underwritten by Samuel C. Dretzin of New York, a Fellow of the University. *Living Biographies* are video-taped and filmed interviews that serve as historic documents for advanced scholars and undergraduates. The program seeks its subjects everywhere in the world and many notable

Americans in all facets of public life, the professions, business, arts, sciences and education are participating in the interview programs.

*Brandeis University Creative Arts Awards*

The establishment of the Brandeis University Creative Arts Awards was announced by the University during 1956. Awards are presented annually in the areas of Theatre Arts, Music, Poetry or Fiction and Painting or Sculpture. In each of these fields of the arts, two types of awards are bestowed. Achievement medals are conferred upon successful artists for outstanding accomplishments during the year; and grants-in-aid are awarded to young talented persons, in recognition of their creative ability and encouragement for future study and training. Special juries are appointed annually in each of the fields to judge the competition. Winners of the 1966 Awards were:

Fiction: MEDAL, Eudora Welty; CITATION, John Barth;

Music: MEDAL, Stefan Wolpe; CITATION, Mario Davidovsky;

Sculpture: MEDAL, Isamu Noguchi; CITATION, Richard Stankiewicz;

Theater: MEDAL, Eva Le Gallienne; CITATION, Alvin Epstein, and Notable Achievement, Meyer Schapiro.

*Office of Adult Education*

To provide adults with the opportunity to pursue courses of instruction in areas of particular interest to them, the Office of Adult Education sponsors daytime seminars, and evening and Sunday-morning lecture courses, all directed by members of the Brandeis faculty, and all consistent with the quality of Brandeis academic offerings. In addition, the office plans and presents a variety of special public lecture programs throughout the academic year.

*Summer Institutes for Adults*

The Summer Institutes for Adults seek to broaden the University's academic scope by offering a unique residence program to adults from all sections of the country. Participants may spend either one or two weeks of intensive, uninterrupted study, directed by Brandeis faculty members and supplemented by guest lecturers, on topics broadly concerned with the problems and trends of contemporary civilization.

*Themis House*

Through the generosity of Mr. and Mrs. Boice Gross of San Francisco, Brandeis has acquired the use of a large estate—within a few minutes drive of the campus—consisting of nine acres of land and an attractive English Tudor mansion where it is possible to house, feed and accommodate 30-40



*The Faculty Center*

persons. "Themis House" is the setting for significant academic institutes, conferences and training programs sponsored by the University. In exceptional instances, it is made available to cooperating educational or civic agencies.

#### *The Computer Center*

Established through an initial grant from the National Science Foundation, the University's computer center employs an IBM 1620 machine in work supporting research in the social, life and physical sciences and for other scholarly purposes. Plans are presently underway for substantial expansion of equipment and facilities. Under active consideration is installation of a major computer; a modern equivalent of the IBM 7094 which has been the principal unit in the laboratories of many universities. The enlarged Computer Center would be housed in a new building to be constructed on campus.

## General Description

Brandeis University, on the southwest outskirts of Waltham, Massachusetts, is ten miles west of Boston, adjacent to Wellesley and near historic Lexington and Concord.

From the eastern Charles River boundary, University grounds sweep upward to New England's famed Boston Rock, where Governor Winthrop and his Massachusetts Colony explorers first surveyed the region that is today Greater Boston.

By automobile, the campus may be reached as follows: *From the south and west* take Exit 14 of the Massachusetts Turnpike and follow signs to Route 128 North, then Exit 51, left turn at end of exit ramp and follow signs to Brandeis. *From the north:* Route 128 south to Exit 51, then follow signs. *From Boston:* Massachusetts Turnpike Extension to Exit 15, follow signs towards Route 30 and Weston, right turn at Route 30, left turn at traffic light; or, follow Commonwealth Avenue (Route 30), until the intersection just west of the Route 128 overpass; follow signs to Brandeis.

By public transportation: The campus is adjacent to the Roberts Station of the Boston and Maine Railroad (West Concord Line), from which trains run on a frequent schedule to and from downtown Boston (North Station) and Cambridge. Rapid Transit facilities terminate at the Riverside Station of the Massachusetts Bay Transportation Authority (MBTA), 3 miles from campus. Public bus and taxi service operate between Riverside and Brandeis.







*Center for the University's Administrative Offices*

Long distance bus travellers will find that it is much easier to alight at Riverside rather than Park Square, Boston. All Trailways and Greyhound through and express buses stop there. Train travellers from the South should de-train at Boston, but train travellers from the west should get off at Newtonville, a 20-minute ride from campus on the Roberts bus. From Logan Airport, the easiest route is by taxi to North Station and from there to the Roberts stop (check train schedule first). Rapid Transit is also available from Logan to North Station.

## **Academic and Administrative Buildings**

### **Abelson Physics Building**

Completed in 1965, the Abelson Physics Building houses teaching and research laboratories of the Physics Department. It also includes a major physics lecture and demonstration hall.

### **Administration Center**

Overlooking the main entrance to the campus, the Brandeis University Administration Center houses the offices of the president, deans, student administration, university administration and the National Women's Committee. Conference room facilities serve the Board of Trustees, faculty and administrative staff. The Center comprises Bernstein-Marcus Administration Center, Gryzmish Academic Center and the Julius and Matilda Irving Presidential Enclave.

### **Bass Physics Building**

A unit of the newly completed Science Quadrangle, the Bass Physics Building includes research facilities for the Physics Department as well as departmental offices.

### **Bassine Biology Center**

The newly opened Bassine Biology Center houses all of the research activities of the Biology Department. It includes environmental growth chambers and greenhouses in addition to laboratories, laboratory support areas, preparation rooms, and seminar facilities for the use of Biology faculty and research personnel.

### Brown Social Science Center

Adjacent to the library, the Brown Social Science Center includes three structures.

The central building houses the Sociology, Anthropology, Psychology and Economics Departments. It contains classrooms, seminar rooms, faculty offices, laboratories and a small anthropology museum. Glass walls overlook an attractively landscaped quadrangle which the Social Science Center encloses.

Schwartz Hall houses a 300-seat lecture auditorium, classrooms and a spacious lounge. Millions of viewers across the nation have watched television programs recorded in the main auditorium, specially equipped for use as a television studio. The lounge contains a permanent exhibit of Oceanic Art and Ethnographic objects donated to the University by Mrs. Helen S. Slosberg.

Lemberg Hall is the home of the Lemberg Laboratory-Nursery School, operated by the Department of Psychology. Classrooms with specially constructed walls of one-way glass enable students to observe youngsters in the nursery school and to record their development from the observation room. Lemberg Hall also houses the Psychological Counseling Center.

### Brown Terrarium

Brown Terrarium, a completely equipped experimental greenhouse, located between the Faculty Center and Sydemann Hall, provides facilities for botanical research.

### *Goldman-Schwartz Art Studios*





### *Gerstenzang Science Quadrangle*

#### **Harry Edison Chemistry Building**

A new center for research in Chemistry, completed in 1965, the Harry Edison Chemistry Building includes laboratories and research offices for faculty, postdoctoral research fellows and other research personnel of the Chemistry Department.

#### **Faculty Center**

On the south campus is the Faculty Center, containing club facilities, lounges, the faculty dining room, a private dining room for faculty meetings, and apartments for visiting faculty and lecturers.

#### **Ford Hall**

Near the central campus, Ford Hall contains classrooms, laboratories, faculty offices and Seifer Hall, an auditorium seating 500, which is used for lectures, large student meetings, and major conferences.

#### **Friedland Research Center**

Joined to Kalman Science Center by an overhead corridor of glass and stainless steel, Friedland Research Center provides four stories of modern laboratories which house research in biochemistry and related life sciences.

#### **Gerstenzang Library of Science**

The central structure of the newly completed Science Quadrangle is the Gerstenzang Library of Science. This building includes a science library and lecture-demonstration auditoria. The library contains stacks for 250,000 volumes, along with facilities for preparation and use of microfilms, a periodical room and journal reading area, office and other library administration facilities. The lecture-demonstration halls are constructed as amphitheatres, one seating 300 and the other 100. This unit is connected to all other buildings in the University's Science Complex.



### Goldfarb Library Building

Near the center of the campus, Goldfarb Library Building is a brick, limestone and glass structure with an ultimate capacity of 750,000 volumes. On the periphery of its open stacks are student study carrels and faculty studies. Seminar rooms are provided for those courses requiring intimate and immediate access to library resources in specific research and reference areas. The library also contains audio-visual aids, specialized reading rooms, typing rooms and lounge facilities. Works of art from the University collection are on constant display in the many galleries of the building.

### Golding Judaic Center

Overlooking the campus from the northeast corner of the Academic Quadrangle, Golding Judaic Center contains classrooms devoted to the study of the Near East, Judaics and related subjects. Classrooms and faculty offices ring its large, central lecture hall.

### Goldman-Schwartz Art Studios

The Goldman-Schwartz Art Studios provide classrooms, faculty offices and sculpture areas for the Department of Fine Arts and studios for faculty, advanced students and artists-in-residence. Its completion marked a major step in fulfilling the master plan for a unified creative arts enclave extending across the southwest campus.

### Goldsmith Mathematics Center

Completed in 1965 as a unit of the newly erected Science Quadrangle, the Goldsmith Mathematics Center provides classrooms, seminar rooms, research offices, faculty offices and a mathematics library for the use of the Mathematics Department.

### Hayden Science Court

The Charles and J. Willard Hayden Court, comprising several acres in the central campus area, is the site of present and projected science facilities of the University. This area has been set aside as a memorial to two generous benefactors, whose pioneer gift stimulated the extensive scientific programs of the University.

### Heller School Facilities

The Florence Heller Building, just completed, houses the administrative, faculty and teaching activities of the Florence Heller Graduate School for Advanced Studies in Social Welfare.

A major research center, the Benjamin Brown Building, provides research offices and work rooms for the multifaceted research programs being conducted by the Heller School.



### Kalman Science Center

The University's first structure devoted entirely to science, Kalman Science Center continues to be the key facility in the growth of the University's science facilities. This center contains instructional and research laboratories for the undergraduate School of Science and for the advanced work of the Graduate School of Arts and Sciences.

### Kosow Biochemistry Building

A unit of the new Biochemistry Research Center located to the east of the existing Friedland Research Center and joined to the building on all floors, this building provides additional modern laboratories where research in Biochemistry and related life sciences is conducted.

### Lecks Chemistry Building

Adjoining the existing Kalman Science Center, the Lecks Chemistry Building provides new modern laboratories and research spaces for the expanding chemistry research program of the University.

### Olin-Sang American Civilization Center

On a hillside overlooking the library and Three Chapels Area, the Olin-Sang American Civilization Center provides unique seminar-classroom halls which include display areas for the placement of original manuscripts and source materials relating to the courses offered. Included are the Diplomatic Studies, Human Rights, Lincoln, Presidential, Washington, Judicial, Legislative, Ethnic Studies and Slater Halls. The Shapiro Forum, which is the building's lecture auditorium, is patterned after the United Nations General Assembly hall.

*A Lecture in Rose Art Museum*



### Rabb Graduate Center

A circular lounge, walled in glass, is a unique architectural feature of Rabb Graduate Center. Its main building contains classrooms and offices for the staff of the Graduate School of Arts and Sciences.

### Rapaporte Treasure Hall

Adjacent to Goldfarb Library Building, and joined to it by a glass-enclosed lobby, Rapaporte Treasure Hall is the repository for rare books, incunabula and other library treasures. The upper level serves as the main exhibition area and the lower level stores the University's growing collection and includes a specially constructed vault with provision for the protection of these rare items against the ravages of time, temperature, humidity, fire or theft. Special display areas are being built into the Rapaporte Treasure Hall.

### Rose Art Museum

Located within the Creative Arts enclave, the Rose Art Museum is the focal point for the University's rapidly burgeoning art collection. On permanent display are portions of the noted ceramic collection of Mr. and Mrs. Edward Rose. Major loan exhibitions are placed on display during the academic year as well as selections from the University's permanent collection. The wishing pool on the lower level is both a pleasant setting for quiet reverie and the objective of coin-tossing students before examinations.

### *The Spingold Theater Arts Center*





*Shiffman Humanities Center*

### Segal Physics Building

A unit of the newly completed science research center, the Segal Physics Building includes research offices for theoretical physicists, laboratories for research in physics, and newly developed research areas for investigations in high energy physics.

### Shiffman Humanities Center

Atop a hillside where its glass walls reveal spectacular views of the campus and the country north of Boston, Shiffman Humanities Center employs a new academic concept in educational architecture. Original manuscripts, portraits, and source materials related to courses being offered are displayed in the seminar rooms. The latest in electronic language teaching facilities are employed in the building's language laboratory. Included are the Language and Phonetics, English and American Literature, Classics, Philosophy, Renaissance, Germanic and Asian Studies Halls.

### Slosberg Music Center

Recently completed construction doubles the office, classroom and practice room space in Slosberg Music Center at the entrance to campus. It has its own library and a recital hall which seats 250 with carefully designed acoustical treatment. Slosberg Recital Hall is the location for the University's rich program of chamber music concerts and solo performances.

### Spingold Theater Arts Center

The Spingold Theater Arts Center is a unique and imaginative concept translated into exciting design. With a theatre auditorium as its hub, the circular Center includes areas for every facet of the teaching and performing arts; workshops, design rooms, costume preparation and storage areas, rehearsal and dressing rooms, a little theater and a dance studio. Spacious areas are equipped as classrooms and offices, and the great lobby has been envisioned for displays of painting, sculpture and other treasures. The Center's location on the southwest campus places it at the hub of Brandeis' creative arts teaching facilities.



### Sydeman Hall

This annex to Ford Hall houses laboratories, classrooms and faculty offices.

### Ullman Amphitheater

Utilizing a natural bowl below the science buildings, the Amphitheater has a complete stage with full lighting equipment and orchestra pit, classrooms and faculty offices. It is the colorful setting for University convocations and commencements. The University's Academic Communication Program is housed in the Ullman Amphitheater.

### Wolfson-Rosensweig Biochemistry Building

A unit of the new Biochemistry Research Center located to the east of the existing Friedland Research Center and joined to that building on all floors, this building provides additional modern laboratories where research in Biochemistry and related life sciences is conducted.

### Woodruff Hall

Situated in the center of the campus, this white brick building temporarily houses academic departments of the University.

### *East Quadrangle Residence Halls*





## Athletic Facilities

### Memphis Tract

A twenty-six acre area on the east edge of the campus, Memphis Tract contains the Shapiro Athletic Center, Marcus Field, Gordon Field and Rieger Tennis Courts.

### Gordon Field

One of the nation's most modern tracks rings Gordon Field where the University's track and field squad plays host to teams from throughout the east. The central area provides playing fields for the University's intramural football teams and specialized accommodations for intercollegiate field events.

### Marcus Playing Field

Brandeis' international student body has won respect for its soccer prowess on Marcus Playing Field, which also contains the varsity and practice baseball diamonds and a softball diamond.

### Shapiro Athletic Center

Throughout the school year the main gymnasium operates day and night with varsity and intramural competition as well as physical education activities. The gymnasium is also used for public lectures, student dances, and major conferences. In addition, classrooms, offices for the physical education faculty, team, and physiotherapy rooms and dressing rooms are included in Shapiro Athletic Center.

### Rieger Tennis Courts

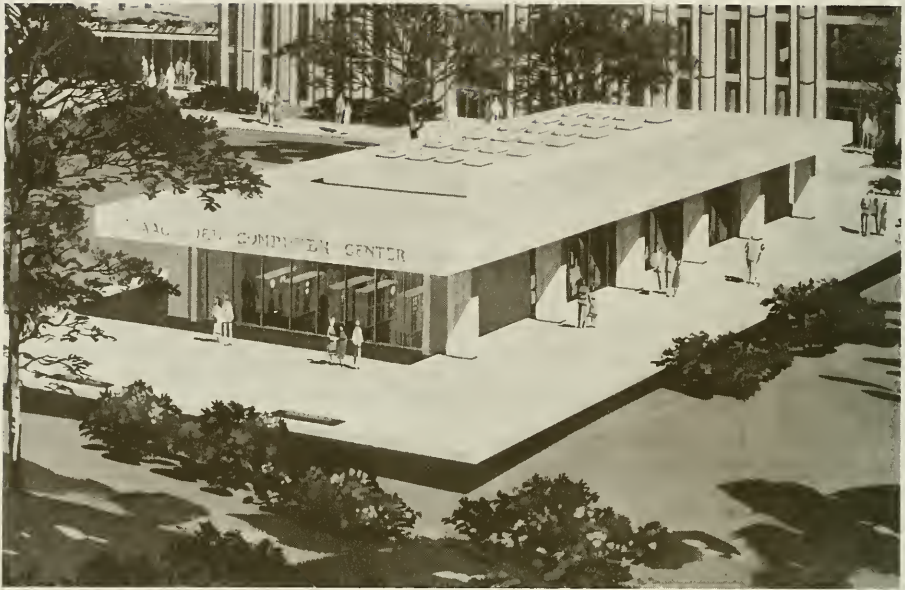
The Rieger Tennis Courts are the scene of informal as well as intramural and intercollegiate tennis competition. They are located to the rear of the Shapiro Athletic Center.

## Residence Halls

Campus living accommodations consist predominantly of double rooms, some single rooms and larger quarters. Each residence hall has its own lounge or lounges. Modern laundry and other conveniences are available to all students. Each resident student should bring blankets, lamps and such rugs and decorations as are desired. Arrangements for linen and towel service may be made through the University.

### East Quadrangle

The most recently completed residence halls on campus are those in the East Quadrangle. These include Hassenfeld House, Rubenstein Hall,



*Isaac Loeb Computer Center*

Pomerantz Hall, Krivoff House and Shapiro Brothers Hall. A large central lounge serves all of these buildings, and the entire area is complemented by the Benjamin and Mae Swig Student Center which includes a dining hall and lounge facilities.

#### **Leon Court**

Leon Court, a residence area, has four dormitories and a large student center-dining hall grouped around an attractive, wooded quadrangle. Each dormitory unit contains fully equipped student rooms, a lounge and large recreation room. Dormitories in this quadrangle have been designated the Scheffres, Gordon, Cable and Reitman Halls. The student dining hall is Milton and Hattie Kutz Hall.

#### **Massell Quadrangle**

Consisting of Shapiro, DeRoy, Renfield and Usen Residence Halls, and the Sherman Student Center, this is a major housing and recreational area. Each unit has functionally equipped rooms with maximum living and closet space. Ground floor lounges overlook the central quadrangle and the walks encircling Anne J. Kane Reflecting Pool.

#### **Ridgewood Quadrangle**

Emerman, Fruchtman, Danciger, Allen and Rosen Residence Halls comprise the University's living areas for students on the south campus. Each hall has two lounges opening on the quadrangle.

### The Castle

An imposing structure designed after medieval architecture and completed a decade before Brandeis was founded, the Castle has been remodelled into single, double, and larger rooms for women. Its ground floor houses the University Snack Bar and the student-operated coffee shop, *Cholmondeley's*.

### Schwartz Residence Hall

This companion structure to the Castle houses women. Its lounge, a retreat for reading, relaxation and entertainment, is furnished in contemporary style.

### Themis House

Special seminars, conferences and symposia are housed at Themis House, located in Weston, Mass., a few minutes from the campus. Thirty to forty participants may be accommodated for food and lodging at this University conference site, made available by Mr. and Mrs. Boice Gross.

## Student Centers

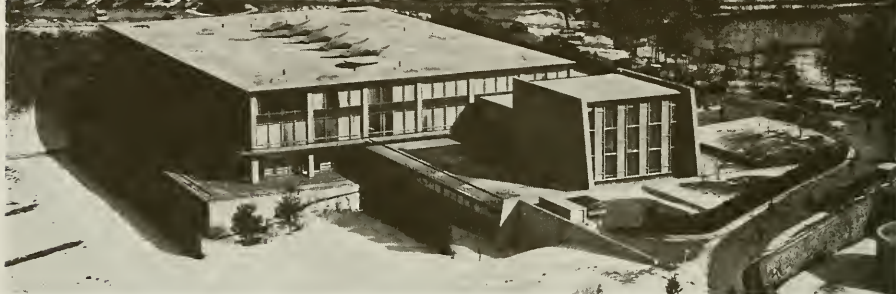
### Sherman Student Center

The glass walls of Sherman Student Center rise from the ground level to roof, overlooking Massell Quadrangle and the Kane Reflecting Pool. Its ground floor dining hall serves several hundred students daily and is frequently utilized as a banquet hall for major University functions. Along the upper level are located a large lounge, game room and two smaller dining rooms. Bulletin boards of these rooms serve as the major communications center for student activities and the walls frequently are hung with special art exhibits. Dances, parties and meetings often occupy the entire building on busy evenings.

*Sherman Student Center*







*The Goldfarb Library and Rapaport Treasure Hall*

### **Feldberg Lounge**

Spacious and comfortable, this glass and brick walled lounge is used for informal discussions, lectures, songfests and conferences and is a favorite meeting place between classes. Works of art by student and professional artists are on constant exhibit.

### **Kutz Hall**

A towering ceiling, attractive furnishings, a site overlooking Greater Boston, make Kutz Hall a versatile and popular student dining hall. Banquets seating 500 are held on its main floor. An outdoor terrace and commodious balcony provide unusual settings for receptions and student social activities. Folding walls under the balcony permit creation of private rooms for dinner meetings of student or faculty groups. The towering north wall of Kutz Hall mirrors the rest of Leon Court in its more than 8000 square feet of glass.

### **Swig Student Center**

The attractively furnished Swig Student Center, in the East Quadrangle, provides dining facilities for 330 students as well as lounge and terrace for student receptions and social activities. It also includes a private dining room for dinner meetings of student groups. The Swig Student Center is connected to the dormitories of the East Quadrangle by an overhead walk.

### **Mailman Hall**

This striking glass, brick and granite structure provides spacious lounges, modern recreational rooms and facilities for the display of painting and sculpture. A recently completed addition to this building includes student publication offices, the campus radio station, offices and meeting rooms for the Student Council and other student organizations. Designs are now being completed for enlarging Mailman Hall and transforming the facility into a University mental health and psychological counseling center.

### **Usen Commons**

Greater Boston spreads out in a panoramic view from the windows of Usen Commons, a circular, conservatory style lounge on the second level of the Castle. Since the earliest days of the University, this lounge has been familiar to Brandeis students as ideal for small dances and social functions.



### Dining Halls

University dining halls are located in Kutz Hall, Swig Student Center and Sherman Student Center. A separate kitchen is maintained in Sherman Student Center for those wishing special dietary meals. In addition, light refreshments are provided in the Castle Snack Bar and *Cholmondeley's*.

### Stoneman Infirmary

On the forward slope of the campus, near the Castle, the Infirmary houses a first aid treatment room, lounge, out-patient clinic, four consulting suites, and rooms for twenty-four bed patients. A new wing increased patient capacity by fifty percent.

### The Three Chapels

Assuming that worship is a matter of mood and spiritual climate, not limited to words or ceremonies, the University's Harlan, Berlin and Bethlehem Chapels serve the Protestant, Jewish and Catholic faiths. A centrally located pulpit serves a large outdoor area where shared functions such as Baccalaureate are celebrated. Student organizations responsible for services are the B'nai B'rith Hillel Foundation, Newman Club and Student Christian Association. Each has its own chaplain.

### Maintenance Funds

As the University's physical plant expands, the costs of maintaining buildings and grounds impose increasingly on its general fund resources. However, funds to help meet these costs have been made available through the generosity of individuals and foundations.

#### Louis D. Beaumont Foundation Fund

The Louis D. Beaumont Foundation of Cleveland, Ohio, has provided funds for general purposes, including building maintenance, since the early years of the University.

#### Harry Pearlman Endowment Fund

A portion of a major gift to the University by Harry Pearlman of New York, has been directed to building maintenance. The remainder of the gift will go toward construction of a teaching center in the humanities.

#### David and Irene Schwartz Fund

Under a special grant from David and Irene Schwartz, funds have been provided for a systematic landscaping of the campus to achieve a harmony between the terrain's natural beauty and the building architecture as conceived and executed by some of the nation's noted architectural figures.

## Facilities Under Construction

### Linsey Sports Center

Now under construction, The Joseph Linsey Sports Center will include an Olympic-size swimming pool, squash courts, fencing room and other athletic teaching facilities. Connected to the athletic center, the sports center will provide facilities for substantial enhancement of the University's physical education and intercollegiate athletic programs.

### Student Union

Scheduled for construction in 1966-67 is a Student Union complex which will consolidate student social and recreational facilities in a central location in mid-campus close to major teaching facilities and residence halls. The Student Union complex will consist of a main structure housing such facilities as an assembly and banquet hall, the University bookstore, mail-room, bowling alleys, lounges and food service areas. Other components will house student organizations, student social and recreational areas, alumni offices and student service offices. The main building of the Student Union has been underwritten by Mr. and Mrs. Samuel Lemberg of New York in honor of their daughter and son-in-law, Mr. and Mrs. Nathaniel H. Usdan. Other units have been provided through generous grants from Mr. and Mrs. Joseph Gluck of New York City, Mr. Ben Tobin of Hollywood, Florida; Mrs. H. W. Winer of Brookline, Massachusetts, in memory of her late husband, Mr. Hy Winer; and the Wuliger Family of Medina, Ohio, in memory of their parents, Helen K. and Frank Wuliger.

### *Linsey Sports Center*





*Waiting to register during orientation week*

### **New Rabb Graduate Center**

The rapid growth of the University's Graduate School of Arts and Sciences has made it necessary to expand the facilities allocated for Graduate School administrative activities and for graduate teaching in the humanities. Under construction is a new Rabb Graduate Center provided by the Rabb Family, together with a grant from the United States Office of Education under the Higher Education Facilities Act. Scheduled for completion in 1967, the facility will provide administrative and faculty offices, seminar and teaching rooms and study space for graduate students.

### **Projected Facilities**

#### **Computer Center**

Currently being planned is a Computer Center to provide substantial facilities and equipment. To be located centrally on campus, this Center will employ the most up-to-date equipment for work supporting research in the life, natural and social sciences, humanities and the arts, as well as in meeting administrative needs.

#### **Dormitories**

Also being planned are new student dormitories designed to be built in two stages. The first grouping, to be built adjacent to the Massell Quadrangle, will accommodate approximately 200 students. This complex is planned for use in the academic year 1968-69. The second grouping of dormitories, planned for completion in 1969, will be constructed adjacent to the Leon Quadrangle.

## Notes



## Notes

## Notes



# Correspondence Directory

Admission to Graduate School:

DEAN OF GRADUATE SCHOOL

Admission to The Florence Heller School for Advanced Studies in  
Social Welfare:

DEAN OF THE SCHOOL FOR SOCIAL WELFARE

Summer Institute:

DIRECTOR OF SUMMER INSTITUTE.

Scholarship Applications:

DEAN OF ADMISSIONS

Establishment of Grants and Bequests:

DEAN OF UNIVERSITY RESOURCES

Alumni Affairs:

DIRECTOR OF ALUMNI RELATIONS

General Information:

DIRECTOR OF PUBLIC AFFAIRS

